



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
164 Food Science and Nutrition
1334 Eckles Avenue
St. Paul, Minnesota 55108
Telephone (612)373-3226

AGENDA

SENATE CONSULTATIVE COMMITTEE

Thursday, May 12, 1983

626 Campus Club

12:30 - 3:00

1. Report of the Student Chair.
2. Report of the Chair.
 - A. Review agenda for remainder of the year.
3. Reconsider dates for spring 1984 Senate and Assembly meetings.
4. Replace one faculty member on Student Legal Services Board.
5. Conversation about the college plans in preparation for meeting with V. P. Keller on May 14.
6. Conversation about the value of "SCC Reports" and/or other means of communication.
7. Plans for Saturday picnic, 12:30 - 1:30 to precede meeting on the college plans.*

* Reminder: Joint SCC/SFC meeting Saturday, May 14,
1:30 - 4:30 p.m. in the Regents Room.



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MINUTES

APPROVED 6/16/83

SENATE CONSULTATIVE COMMITTEE

May 12, 1983
626 Campus Club
12:40 - 3:10

Members present: V. Fredricks, P. Freier, B. Hogen, J. Howe, J. Iverson, D. Lenander, M. Mattson, D. Pratt, P. Quie, B. Sundquist, P. Swan, J. Turner, K. Watson.

Guests: Paul Schulte (member-elect), Andy Silberman (Daily).

1. Report of the Student Chair. Mr. Lenander.

MSA Forum has elected 5 students to the Assembly Steering Committee:

Van Hayden	Paul Schulte
Julie Iverson	Scott Singer.
Lisa McDonell	

2. Report of the Chair. Professor Swan.

A. FCC item. Swan distributed a memo containing her understanding of the appropriations bills for faculty salaries in the House and Senate, which indicate the University has a problem. The Twin Cities faculty is not being treated as well as faculty in other state higher education institutions or as other state employees.

Pratt asked about comparisons with others in the Big Ten and whether the legislature is aware of them. Swan said that the Finance Committee last year was led to believe that faculty salaries were in serious trouble everywhere, yet it turns out that Minnesota has slipped again within the comparisons of the Big Ten plus University of Chicago.

Turner described the Senate DFL'ers 3% proposal as a political move to position themselves for horse-trading. The Faculty Association will stage a phone campaign over the week-end. The union, he said, has probably pulled some strategic moves to protect its members. We should continue pushing; we are not going to get anything like the 17% the administration asked for. The administration has written to the legislature that it would trade anything for salaries.

Swan said the annualization issue is a complicated one. Apparently when a state university grants its faculty a salary increase, the legislature has a legal obligation to pick it up. Turner added that the state universities closed some positions and spread those monies over the remaining faculty to raise salaries by 10% (a year ago).

Sundquist pointed out that the University's administration has been counting into its retrenchment requirement for 1983-85 a sum for annualization, so that if the legislature does fund it, we are a little better off in that respect. He added that many salary positions at many universities are not regular lines funded out of the legislative appropriation.

The \$4.2 million (variously also reported as \$4.5 million) includes roughly \$900,000 for the biennium to equalize Duluth with the State University system. (We do not know whether equalization of Waseca with the community college system is included.) Vice President Kegler has promised that UMD allowance to a legislative committee. Howe asked who would pursue this matter.

Turner reminded the group that the UMD and UMW negotiated contract provided for equalization money with the state universities and community colleges respectively. We have to watch to make sure that is a separate appropriation and not taken from the University's faculty salary increase appropriation. But, Swan pointed out, according to Kegler it will come out of the University's \$4.2 million for annualization.

FCC will add this topic to its agenda for its conversation with the President on May 19. Swan invited the committee's other items and questions.

B. SCC/FCC agenda for the rest of the year.

(1) May 14. SCC. Cherie Perlmutter, Assistant V. P., Health Sciences, will come to SCC/SFC's joint meeting along with Keller to talk about the Health Sciences plans, including the Medical School and to some extent Pharmacy.

(2) May 19. FCC. Faculty Consultative Committee will talk about faculty grievance procedures with Grievance Committee members Phyllis Freier and Carol Pazandak. With President Magrath they will discuss the faculty salary projections for 1983-85. FCC would like also to ask the President if the proposed survey of evaluation instruments used for administrators has been carried out, and combine that with a discussion on training sessions designed to help administrators, and a look at the schedule for evaluations over the next few years.

May 19. SCC. Conversation with the President. Topic: International Education. SCC members again voiced complaints about the international education policy guidelines submitted unsigned for the May 19 Senate docket for information without time for discussion. SCC will ask the President for a "mini seminar" on international education at the U of M. (See also item on International Planning Issue below, p. 3.)

(3) June 2. SCC. County Extension Officers' role in University outreach education programs. Guests: Mr. Neal Broadwater, President of the Association of County Extension Officers, with one or two colleagues, and Assistant V. P. John Wallace and Associate Director of Agricultural Extension Service Patrick Borich. Swan told the SCC that Broadwater had asked her if he could talk to SCC. He wants communication with faculty about being able to get access to expertise more broadly within the University. President Magrath had advised him a conversation with the SCC would be a good way to begin. Swan has asked Broadwater to bring specific examples. At the end of that meeting, said Swan, we may want to suggest some follow-up.

Lenander reported that the idea of the county extension agent system as a model for other University outreach education came up repeatedly in the search process for the Assistant Vice President position.

Some SCC members were skeptical that the meeting with Broadwater would be useful, and they anticipated it might become a lobbying session. If the guests talk to us about budget implications we would have to open ourselves up to listening to every aggrieved group, said Turner. Swan said there has been no breath of any connection to retrenchment. Their interest is purely programmatic. Howe commented that since the SCC cannot know the minds of nor speak for college administrators, the committee can probably not be helpful to them in solving their desire for broader access.

(4) June 9. FCC has lunch scheduled with the Regents.* No business planned.

(5) Other matters SCC wants to address this spring:

- Retrenchment and reallocation plans from Student Affairs, Planning and Administration, and Finance and Operations.
- Undergraduate enrollment projections and plans regarding ratios of undergraduate vs. graduate students. Freier reported a rumor that IT plans to increase its graduate to undergraduate ratio by substantially cutting undergraduate enrollment.
- Status of the two planning themes that are not yet underway.

SCC will try to schedule Vice Presidents Bohen, Hasselmo and Wilderson for an extra meeting on May 26 to discuss their units' retrenchment and reallocation plans.

- International Education Planning Issue. Swan asked if SCC wants to focus any more on the several international education-related documents the committee has received.

To begin, Turner reported to SCC from the SCEP meeting of May 10 on international education. Carol Pazandak made a presentation to SCEP at that meeting. She suggested that because much is happening on several fronts, perhaps the several policy papers should be reviewed. Because educational policy issues impact on the faculty, the faculty must thoroughly review the policies and proposed policies. In answer to questions from SCEP members, Pazandak spoke of the President's interest in the international education area and his sense of its wide impact. Jerry Kline pointed out that most of the recommendations have financial implications. Kline said SCEP will continue the item on its agenda.

Turner then commented to the Consultative Committee that there is a lot going on in the international education area and that the issues are complicated. If anyone is to bring it together, it will be this committee, the SCC. He outlined the questions to be answered:

- What do we mean by international education?
- Given our goals, what are we already doing? (We are doing a lot.)
- Of the residue, how much do we want to add or take on, and where will the resources come from?

Howe and Fredricks pointed out the relationship of international student

* FCC-Regents lunch later changed to July 7.

questions to enrollment questions.

Howe asked who is administratively in charge of international education. Swan described the responsibility as lying partly in Student Affairs, partly in Academic Affairs, and partly in the President's office. The Office of International Programs is under Academic Affairs but seems in some instances to work with a direct line to the President.

Turner said without coordination we are in danger of building duplication into our curriculum. Some of the college plans pay attention to international education. Hence there is an urgency in time.

Fredricks complained about the amorphousness of the report from the International Education Committee regarding implementation. The assessment requirements regarding hiring and promotion she finds especially worrisome.

Howe noted that Vice President Keller has not specified inclusion of international education in his discussions with SCC on the college plans and the University's mission. We would like to know the University's priorities.

Lenander remarked that it is not surprising that some colleges are attending to international education. It is important and they are right to be doing it. This committee asked central administration to proceed slowly on this issue because of the importance of other planning themes. We should now get the international education task force in place to oversee and coordinate.

Swan suggested that the Pazandak report has already identified six to eight major issues. That list might overwhelm a task force. Lenander and Swan then suggested parceling out the various issues to the Senate committees to which they are most appropriate.

Howe asked if someone could move in the Senate, at the time the International Education policy draft comes up, that SCEP consider carefully in the near future all these international education issues.

Turner asked that Swan point out to the Senate that SCEP forwarded the document for information only and that the subject will get further consideration next year.

Swan announced SCC will invite Karen Olness, Chr., Senate Committee on International Education, Jerry Kline, Chr., SCEP, and perhaps Michael Root, Co-Chr.-elect of SCEP, to join SCC and the President on May 19.

SCC then spent a few minutes planning its May 14 12:30 picnic on the Northrop Mall to precede the SCC/SFC 1:30 meeting in the Regents Room with Keller and Perlmutter on collegiate plans.

3. For reconsideration: Spring Quarter Senate/Assembly Meeting Dates in 1984.

Because this year's experience revealed faculty confusion and practical complications in holding two Senate meetings just two weeks apart, the Clerk of the Senate has suggested moving one of the two approved meetings. SCC chose to move the earlier spring meeting from May 3 to April 19. The second spring meeting will remain on May 17 and cannot be later because of the early conclusion of the UMD and UMC school year.

4. Replacing a Faculty Member on the Student Legal Services Board.

A faculty member appointed by SCC has missed several meetings and the Board has consequently requested SCC to replace him. The committee approved Swan's exploring the availability of a General College faculty member recommended to her by Julie Bates. Turner observed that since member Gary Wynia will be on leave next year the SCC will soon have another replacement to name.

5. College Plans.

Freier said there is a problem in faculty minds in that they generally have not separated the time scales of 1983-85 from long-term planning. Swan noted that Keller expects to be able to make better budget projections after the legislative appropriation.

Howe and Swan noted a confusion that appears in the plans. Some units have targeted for cuts items central to their unit because that is the only way they can get money next year.

Howe called very serious the matter of some targets which are not programmatic but rather are individual faculty members, notably shown in the IT plan. It indicates we have decided, he said, that research must be part of every professor's time. (Reference is to proposed cut of three teaching-only faculty in Chemistry.)

Freier spoke against a "throw-away people" policy for this institution. She said it is unclear on some items whether people are being forced to leave or whether they are retiring.

Turner said the University is not throwing away people when separation is voluntary. In this time when we obviously must retrench and reduce spending the University can ease the situation by

- (1) electing not to fill lines where people have retired,
- (2) providing voluntary separation pay, and
- (3) assisting people to find a new job.

Moreover, the Tenure Code, until it is changed, protects the faculty.

Turner said he is quite pleased with the plans he has read. He finds good ideas there, for instance taking advantage of retirements and combining programs in a logical way. Done properly, he said, the U of M can come out a stronger institution as a result of this process.

Howe agreed we favor the process. But in one plan bad things are being done without a programmatic basis. Mattson urged looking carefully to see if personnel changes are really part of the college's plan.

Swan reminded SCC that the Vice President has not accepted all of the plans in the form the SCC has them. Some have been returned to the units as unacceptable.

We should ask on Saturday, said Swan, whether the appropriate programmatic criteria have really been applied. If a proposal is not the result of a regularized programmatic decision it should not be accepted.

Turner asked how we can tell whether a unit is playing a game if it submits a practical plan but one which shortchanges work on the frontier of the discipline. Perhaps they have genuinely cut everything else they can possibly cut.

Swan and Howe urged looking at cross-college programs, University-wide implications, and the directions of what we are doing. It is a worrisome blur to me, said Howe.

Swan noted that one of SCC's goals is to look at the balance between the arts and sciences on the one hand and the more applied and professional units on the other.

6. Procedures for Services to the Handicapped.

The memorandum of Jack Merwin, Chr. of the Senate Committee on Services for the Handicapped, was distributed. It summarizes the revisions the committee made in response to recommendations from the SCC on March 31.

The Merwin memo points out the expectation that services can be improved without applying extra resources, by designating one officer in each college as that college's handicapped coordinator. The plan is to regularize services already being provided.

The Senate Committee on Services for the Handicapped is asking the SCC to forward the procedures document to the President with SCC approval, to show there is a University consensus, broad-based and carefully reached, supporting the vigorous and effective implementation of the policies the Senate approved on May 5. The SCC agreed to do this. It will note in its letter of transmittal that perhaps small units could share a coordinating officer.

Fredricks moved the SCC so forward the document. The motion was carried without dissent.

7. Communications from SCC. Model of "SCC Reports" newsletter.

Howe said SCC has given itself an additional obligation to communicate now that the Senate has supported the FCC's closing some meetings.

Turner said (1) the Daily as an organ of the University could be very helpful. But what we discuss in open meetings that the faculty would like to know sometimes does not interest the Daily and so is not written up,

and (2) We should consider keeping minutes of the meetings FCC closes under the new bylaws amendment. We should ask to whom those minutes should be accessible, and at what point following the meeting.

Was this spring's newsletter, "SCC Reports," useful? Fredricks said she has heard the most positive response from colleagues to Swan's letter to the senators (regarding the motion to amend the by-laws). People liked it because it was personal and direct. The letter form seems preferable to the item-by-item listing newsletter format.

Is there a need for another issue of a newsletter at this stage in the spring? Swan said contents suggested to her for another issue include

- precise summary of where the Tenure Code revision stands and what will happen next;

- precise information on the future of faculty salaries, including attention to the heavy internal decisions to be made--
 - (a) if the appropriation is only 3% and 3%, will the University use some of the retrenched monies to augment the increase?
 - (b) how will merit be vs. cost-of-living increases?
 - (c) the Senate Finance Committee will also address the issues.

Turner suggested one issue of SCC Reports for 1983-84 following the Winter 1984 Senate meeting, to summarize Senate and committee work to date, and a second issue near the end of the year focusing on crucial issues facing the faculty. The newsletter should include an account of any closed meetings, he said.

Howe mentioned a practice at the University of Washington whereby the faculty chair and co-chair used special meetings with groups of senators smaller than the whole Senate to communicate during their financial crisis (autumn, 1981). He added that we can also make the effort to request advice and information from the Senators. We should pay attention to what is relevant to the perception of how the SCC/FCC function.

The meeting adjourned at 3:10 p.m.

Respectfully submitted,

Meredith Poppele

Meredith Poppele, Executive Assistant

file magrath



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164 Food Science and Nutrition
1334 Eckles Avenue
St. Paul, Minnesota 55108
Telephone (612)373-3226

June 1, 1983

President C. Peter Magrath
202 Morrill Hall
Minneapolis Campus

Dear President Magrath:

Enclosed are the Procedural Recommendations of the Senate Committee on Services to the Handicapped for implementing the policy on such services which the University Senate approved on May 5.

Jack Merwin, Chair of the Senate Committee on Services for the Handicapped, and Roger Drewicke, the University's Resource Officer for the Handicapped, discussed with the SCC in some detail both the Policy Recommendations and the Procedural Recommendations on March 31. The Consultative Committee recommended certain modifications in each set of proposals. Merwin's committee, following further meetings, reported back to the SCC its revisions identical to or very close to what the SCC had requested.

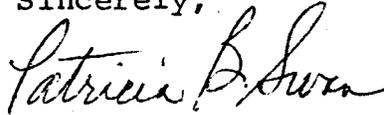
The Consultative Committee noted on April 14 that the Senate Committee had made the revisions to the Policy Recommendations which SCC had requested be made prior to their submission to the Senate. SCC later reviewed the revised Procedural Recommendations and on May 12 voted to forward them to you indicating the Committee's general approval. We believe there exists a broad-based consensus in the University in support of vigorous and effective implementation of the Senate-approved policies. We are all aware of the history of faculty effort, beginning with the substantial work of the Reynolds Committee in 1978-79, to define the University's policy on services for the handicapped. Thus, we are pleased to submit these procedural recommendations to you.

There is a single provision in the revised procedural recommendations which SCC believes could be permitted modification. Procedural Recommendation One states that, "In each of the chief subdivisions of the University (departments on the Twin Cities campus), a member of the regular faculty should be designated to serve as a contact person who is responsible for the area of program cooperation." The section then gives some details of that charge. The Consultative Committee suggests that closely related departments, particularly if they are small, could, if they wished, share a faculty contact person without detriment to service or to communication.

President Magrath
June 1, 1983
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Allowing for that possible exception, the Consultative Committee whole-heartedly endorses the Procedural Recommendations and commends them to you for implementation throughout the University.

Sincerely,



Patricia B. Swan, Chair,
Senate Consultative Committee

PBS:mbp

Enc.

cc without enclosure:

Jack Merwin
Roger Drewicke

RECOMMENDED PROCEDURES FOR UNIVERSITY OF MINNESOTA
SERVICES TO THE HANDICAPPED

Recommendations

Submitted to the Senate Consultative Committee

by the

Senate Operations Committee on Services for the Handicapped

May 1983

Roger A. Drawicke, Officer
Handicapped Resource Office
Staff Person to Committee

Roger A. Drawicke

Darrell Frohrib, Professor
Mechanical Engineering

Darrell Frohrib
Mary Klaurens, Professor
Business and Distributive Education,

Mary K. Klaurens

Richard McDermott
Richard McDermott, Professor
Communication Disorders

David McLaughlin
David McLaughlin, Professor
Botany

Jack Merwir
Jack Merwir, Professor
College of Education
Committee Chairperson

Susan Olson
Susan Olson, Professor
Political Science

Ellen Graway
Ellen Graway, Professor
Biology, Morris

Bob Wallace
Bob Wallace, Undergraduate Student

John Keiser
John Keiser, Professor
Chemistry

John Schmidt
John Schmidt, Graduate Student

PROCEDURAL RECOMMENDATIONS

Procedural Recommendation One

A staff person in each college office should be designated as a coordinator for students with handicaps. The college coordinator should be responsible for ensuring that accommodations and services are available to handicapped students where appropriate. In each of the chief subdivisions of the colleges (departments on the Twin Cities campus), a member of the regular faculty should be designated to serve as a contact person who is responsible for the area of program cooperation. He or she should work with students and other faculty members of the department when questions arise related to the need for instructional or curricular accommodations. Arrangements should be made so, that when appointed, faculty contact persons and college coordinators can receive appropriate information about the needs and abilities of students with various handicaps and the nature of campus and other resources available to students and faculty.

Procedural Recommendation Two

On each campus, there should be a working committee to address physical and program access problems. These committees should report to the central coordinating authority designated by the president. The responsibilities of working committees in the area of physical access should include: planning structural modifications, setting priorities for accessibility projects, and finding solutions to other campus accessibility problems. The responsibilities of the committees in the area of program access should include: identifying problems related to access to programs for students with various handicaps, seeking solutions to these problems where possible, collecting and disseminating information on community resources and other forms of help, and identifying barriers and opportunities for students with respect to academic program course requirements and vocational options.

On the Twin Cities campus, separate committees should be maintained in the physical and program access areas. For purposes of communication and coordination, the chairs of the two working committees on the Twin Cities campus and (on a rotating basis) one of the chairs of the working committees on the coordinate campuses should be appointed to the Senate Operations Committee on Services for the Handicapped.

Procedural Recommendation Three

Before recruiting students with handicaps, University programs should make sure that they have the capacity to accommodate the special needs these individuals may have. Programs should conduct reviews to ensure that any resources these students may need to participate effectively are available. By recruiting students without conducting self-assessments, programs may do them a disservice.

Procedural Recommendation Four

University officials should seek to meet federal accountability criteria on the basis of kinds of services provided (e.g., classroom relocations, auxiliary aids, instructional adaptations, testing accommodations, etc.) and numbers of persons using such services rather than on the basis of rosters of individuals listed by category of disability.

Procedural Recommendation Five

The University should adopt as common practice the procedure of inviting persons with handicaps who have special needs to bring these to the attention of faculty, staff, or supervisors so that accommodations might be arranged. Such invitations should specifically be included in college bulletins, class schedules, and other official University publications. In addition, faculty should be encouraged to include these on their course syllabi.

Procedural Recommendation Six

Because present methods of educational assessment for students with handicaps (including all forms of testing, observations, and rating which are used to make decisions about students) involve many technical difficulties and because accommodations in assessment procedures that are valid for such students are not widely known, a program of research and development should be initiated in this field.

Procedural Recommendation Seven

Tests and other usual measures of academic promise or achievement may not be accurate when applied to students with handicaps. Owing to insufficient data on effects that handicaps or accommodations may have on the results, regularly used assessment methods should not be regarded as providing a definitive picture of essential academic promise or achievement. In such instances, attempts should be made to find alternative methods for documenting academic qualification or achievement.

Procedural Recommendation Eight

Assistance should be provided to University faculty and staff members who conduct and use the results of assessments so that they can increase their ability to provide needed accommodations.

Procedural Recommendation Nine

Special efforts should be undertaken to acquaint all members of the University community with the presence of persons who have handicaps and with the educational needs and legal imperatives that relate to educational services for them.

Procedural Recommendation Ten

The development of support services for persons with handicaps should utilize the expertise available in relevant training and research programs at the University.

Procedural Recommendation Eleven

The University should continue to develop partnerships with vocational rehabilitation agencies and other community services so that the resources of these organizations can be integrated into University support systems to improve the access of students with handicaps.

Procedural Recommendation Twelve

Regents and central administrative officers of the University are urged to continue to seek state appropriations as necessary to implement fully the principle of equal access for students who are handicapped.

EXPLANATIONS

Concerning Procedural Recommendation One: This recommendation proposes a procedure for implementing the first policy recommendation, which indicates that services for students with handicaps should be organized according to the existing distribution of central and decentralized services at the University. The designation of coordinators for handicapped students and faculty contact persons provides colleges and departments a way in which they can effectively organize their efforts to work with students who have handicaps.

Concerning Procedural Recommendation Two: In the course of its review of services for students with handicaps, the Committee has identified a number of concerns and needs which it is referring to the working committees for further action. These include conducting an inventory of accommodations provided by colleges and departments together with an assessment of their costs and reviewing the procedural recommendations on assessment to determine whether it is feasible to carry them out.

Concerning Procedural Recommendation Three: The Committee notes that this recommendation applies primarily to programs that may wish to take voluntary action in extending their services to students with handicaps. Since 1979, the University has developed some additional support services for these students. For this reason, most academic programs will not need to have in place substantial special resources to meet the disability-related needs of students. They may, however, need to strengthen capacity to accommodate students with various handicaps. They should have a physical setting that is free of significant barriers and an instructional organization that has the flexibility and readiness to provide needed accommodations. Before undertaking recruitment efforts, programs should assess their capacity to meet special needs.

Concerning Procedural Recommendation Four: This recommendation proposes a reporting procedure that protects confidentiality (Policy Recommendation Four) and discourages the labeling and categorizing of students (Policy Recommendation Five).

Concerning Procedural Recommendation Five: This recommendation has been adopted by the Committee as a procedure for implementing Policy Recommendation Eight, which concerns the provision of accommodations. Although little objective data is available, experience indicates that a large number of students with handicaps, especially invisible handicaps such as hearing or health impairments, may be reluctant, for a variety of reasons, to approach faculty or staff, explain their disabilities, and ask for special consideration. By specifying procedures for inviting students to request accommodations, this recommendation is intended to foster an open and responsive approach toward making accommodations and help students more readily offset many of the disadvantages connected with their disabilities.

Concerning Procedural Recommendation Six: The Committee suggests that the administration refer this proposal to the Program Access Committee for review and comment concerning its implementation.

Concerning Procedural Recommendation Seven: For students with handicaps, tests and other usual assessment methods may be invalid in the sense that they may, instead of measuring academic ability or achievement, reflect the effects of impaired manual, speaking, or sensory skills. For this reason, alternative methods of determining academic qualification or achievement should be employed. Such alternative methods might include administering oral examinations, relying on academic recommendations, seeking students' proposals for meeting essential requirements, and considering records made in pre-college work (where there is a greater base of experience in the development of accommodations).

Concerning Procedural Recommendation Eight: Many questions about assessment accommodations need careful consideration. For example, should students who have handicaps (visual impairments, cerebral palsy, learning disabilities, quadriplegia, etc.) be given extra time to complete course examinations? How much extra time is "fair"?

Concerning Procedural Recommendation Nine: This endeavor to promote awareness within the University community will necessarily be long range and many-faceted in order to create the requisite attitudes, knowledge, skills, and resources to accommodate the broad range of students with handicaps. Examples of training needs include specialized training for interpreters and admissions officers and orientation for residence hall counselors, financial aid officers, students, and faculty.

Concerning Procedural Recommendation Ten: A number of academic research and training programs may have the interest, expertise, and resources to help coordinators for students with handicaps identify needs of students and develop improved and cost-effective ways of accommodating these needs. Such cooperation can not only improve the effectiveness of University services and increase educational opportunities for students with handicaps but also further the University's academic research and training goals in professional fields involving work with persons who have handicaps.

Concerning Procedural Recommendation Eleven: Vocational rehabilitation and other community services provide financial assistance to offset disability-related costs and resources to meet interpreter, reader, and other special service needs to eligible students with handicaps. The University should adapt its services to the needs of students with handicaps, administer financial aid, and provide accommodations in ways that will enable this source of assistance to continue as an effective supplement for students.

Concerning Procedural Recommendation Twelve: Since 1979, the University has received an annual state appropriation for handicapped student assistance. The University should seek increases in this appropriation, as need indicates, to provide effective services to students with handicaps and help cover costs, where reasonable, of accommodating needs of students.



UNIVERSITY OF MINNESOTA

Office of the Vice President for Student Affairs
Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

May 11, 1983

MEMORANDUM

TO: Pat Swan, Chair
Senate Consultative Committee

FROM: Jack Merwin, Chair
Senate Operations Committee on Services for the Handicapped

SUBJECT: Revisions of the Procedural Recommendations

On April 28, our Committee on Services for the Handicapped met to consider SCC's advice on changes in the procedural recommendations and their explanations.

After discussing Recommendations Two and Three, we revised them in ways that I think address the concerns raised by SCC members. The second recommendation has been changed to provide a University-wide plan for working committees. The revision indicates that physical and program access problems should be addressed by a working committee on each campus. In addition, by recommending that working committee chairs be appointed to the Senate Committee, it ensures that there will be communication among committees and coordination of committee activity. The third recommendation has been revised to include more specifically than before the concepts and provisions as set forth in its explanation.

The Committee also discussed the concern that colleges might need additional resources to implement the first recommendation, which sets forth the plan calling for the designation of coordinators of students with handicaps. The Committee felt that responsibilities of the college coordinators could be carried out without the need to add to the staff

Memorandum to Pat Swan
May 11, 1983
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complement of college offices. Existing staff persons can be designated as coordinators, and because of the relatively low prevalence of students with handicaps, the work would not confront these officers with significant additional burdens. College staff already work with students with handicaps as occasions arise. The advantage of the recommended plan is that it will enable colleges to carry out this work more effectively. With designated coordinators, colleges will be able to give more adequate administrative attention to questions involving handicapped students, and the decisions made will be more likely to reflect a consistent college approach to these students. The network of college coordinators and faculty liaisons at the departmental level will facilitate a flow of information that will capitalize on the expertise higher education is gaining in the accommodation of handicapped students. For these reasons, The Committee thought it would be feasible to implement the recommendation with existing resources. The plan recommends organizational changes that will increase capacity to work effectively with handicapped students but it does not call for the development of wide-scale new services that will require additional staff to carry out.

The Committee appreciates the interest and perceptive scrutiny which SCC has given to our recommendations. We feel that if SCC forwards the procedural recommendations to the administration with its endorsement, it will be clear that there exists a University consensus, broad-based and carefully reached, supporting their vigorous and effective implementation. Since the Senate has now put the proposed policies in place, we need also to have implementing procedures put in place if progress is to be made in improving services to the handicapped.

If it would seem desirable, I would certainly be happy to be on hand again to answer questions when SCC reviews the revised recommendations for procedure.

JM/dr

A handwritten signature in cursive script that reads "Jack Merwin". The signature is written in dark ink and is positioned to the right of the typed name "JM/dr".